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ABSTRACT

Prepared by a state personnel management advisory committee, this document provides a guide to Oregon school districts in the employment, retraining, and retention of both certified and classified (support) staff. An introduction explains that district personnel management functions include determining need and selection, assignment, and orientation of new staff members, and that procedures and policies should be consistent with state and federal requirements (model policies are presented in the appropriate places in this publication). Sections covering recruitment and selection offer current data and recommendations for local programs, including recruitment techniques for small districts and building principals. The section on selection policy contains three subtopics: determining need, position description rationale, and filling vacancies. Areas considered in regard to vacancies include equal opportunity, vacancy announcements, gathering applicants' data, interviews, selection measures, assignment and certification, including certificate endorsements and certificate filing rules. In a separate section, personnel file regulations are described and a brief summary points out that recruitment and selection methods should be equitable, collaborative in decision making, reflect clearly formulated policies, and be continuously evaluated. Suggestions concerning assignment orientation are presented in selections from university educators and a citizens advisory committee. Recent findings about beginning teachers' problems and ways for districts to assist are briefly presented, and conclusions emphasize that employee selection is the beginning of personal and professional growth, which is the essential ingredient for continued improvement in the ability to educate children. Appendices provide 19 pages of sample position descriptions, vacancy announcements, and application forms. (CJH)

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EA 019 577

RECRUITING and EMPLOYING

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Oregon Department of Education
Salem, Oregon 97310-0290

May 1987

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FOREWORD

This publication is one in a sequence prepared to assist districts in the employment, retraining and retention of its staff. It follows the 1986 document titled District Improvement Programs. Small districts will find the contents of this publication very useful as they look for and employ both teachers and support personnel.

School districts are encouraged to develop and implement plans to accomplish programs addressing the topics of staff recruitment, retraining and retaining. These are the elements that undergird a good staff and better education for students.

The content of this document will assist districts to provide programs covering these areas, but it is important that what is planned locally should be the result of local study and procedures that have been developed through the use of staff committees.

Our thanks go to the members of the Personnel Management Advisory Committee, with particular attention to the subcommittee that prepared this document.

Questions or suggestions regarding this publication may be addressed to Milt Baum, Associate Superintendent for School District Services, 378-4772, and to George Martin, Department Staff Consultant, 378-4773.

Verne Duncan
State Superintendent
of Public Instruction

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ADDENDUM to PMAC Recruiting and Employing

NEIL GOLDSCHMIDT
GOVERNOR

Executive Department

155 COTTAGE STREET NE., SALEM, OREGON 97310-0310

June 1, 1987

Transmittal No. 41

TO: Agency Heads and Personnel Managers

FROM: Karen Roach, Administrator
Personnel and Labor Relations Division

SUBJECT: Temporary Personnel Rule

Attached is Transmittal No. 41 which contains temporary new Personnel Rule 4-7-200 and Table of Contents and Index pages reflecting addition of the rule.

This temporary Personnel Rule is needed to achieve consistency with the Immigration Reform and Control Act of 1986 and implementing Immigration and Naturalization Service (INS) Regulations. That Act, effective June 1, 1987, requires employer verification of employee authorization to work in the United States.

The attached temporary rule, effective June 1, 1987, requires you to obtain documentation of work authorization from each new employee and to verify, using INS Form I-9, that employee's authorization to work in the United States. The rule also requires you to retroactively obtain documentation of work authorization from each employee hired between November 7, 1986, and May 31, 1987, who continues employment, and to verify that employee's work authorization not later than September 1, 1987. You are not, however, required to verify work authorization for an employee hired before November 7, 1986, who continues employment.

Most employees will be able to comply with the rule by completing INS Form I-9 and producing a driver's license with a photograph and a social security card (other acceptable documents are listed in the rule). The rule allows an employee, who has applied for an initial or replacement document, 21 days to produce it. You may, however, disregard the 21 day requirement if INS workload delays receipt of the document until after that period elapses. If such delay occurs, you should make a note to that effect in the file containing the INS Form I-9.

Refer to page 16 of this text.

EMPLOYMENT ELIGIBILITY VERIFICATION

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name (Print or Type) Last	First	Middle	Maiden
Address Street Name and Number	City	State	ZIP Code
Date of Birth (Month Day Year)		Social Security Number	

I attest, under penalty of perjury, that I am (check a box):

- ☐ A citizen or national of the United States.
- ☐ An alien lawfully admitted for permanent residence (Alien Number A _____).
- ☐ An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A _____ , or Admission Number _____ , expiration of employment authorization, if any _____).

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month Day Year)

PREPARER TRANSLATOR CERTIFICATION (If prepared by other than the individual) I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Examine one document from those in List A and check the correct box, *or* examine one document from List B *and* one from List C and check the correct boxes. Provide the ***Document Identification Number*** and ***Expiration Date,*** for the document checked in that column.

List A Identity and Employment Eligibility		List B Identity	**and**	List C Employment Eligibility
☐ United States Passport		☐ A State issued driver's license or I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State) _____)		☐ Original Social Security Number Card (other than a card stating it is not valid for employment)
☐ Certificate of United States Citizenship		☐ U.S. Military Card		☐ A birth certificate issued by State, county, or municipal authority bearing a seal or other certification
☐ Certificate of Naturalization		☐ Other (Specify document and issuing authority)		☐ Unexpired INS Employment Authorization Specify form # _____
☐ Unexpired foreign passport with attached Employment Authorization		_____		
☐ Alien Registration Card with photograph				
Document Identification # _____		***Document Identification*** # _____		***Document Identification*** # _____
Expiration Date (if any) _____		***Expiration Date (if any)*** _____		***Expiration Date (if any)*** _____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine, relate to the individual named, and that the individual, to the best of my knowledge, is authorized to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Employment Eligibility Verification

NOTICE: Authority for collecting the information on this form is in Title 8, United States Code, Section 1324A. It will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Naturalization Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form may be a violation of 8 USC §1324A and may result in a civil money penalty.

Section 1. Employee's/Preparer's instructions for completing this form.

Instructions for the employee.

All employees, upon being hired, must complete Secton 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number ***or*** Admission Number must be provided, as well as the date of expiration of that status, if it expires.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If the employee is assisted with completing this form, the person assisting must certify the form by signing it, and printing or typing his or her complete name and address.

Section 2. Employer's instructions for completing this form.

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment authorization, and:

- checking the appropriate box in List A ***or*** boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of aliens upon expiration of any employment authorization documents, should they desire to continue the alien's employment.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Employers may photocopy or reprint this form, as necessary, for their use.

RETENTION OF RECORDS.

After completion of this form, it must be retained by the employer during the period beginning on the date of hiring and ending:

- three years after the date of such hiring, or;
- one year after the date the individual's employment is terminated, whichever is later.

INTRODUCTION

The Personnel Management Advisory Committee has prepared a number of documents designed to assist local school districts in carrying out the necessary activities that recruit, select, assign, assist, and retain employees. The entire cycle of events is described in a recent PMAC publication titled District Improvement Programs, 1986.*

The flow of these events is shown in the chart on page 2. The content of this document is presented in subsections that deal with recruiting new staff members, selecting and assigning them to their position and orienting them to the district and the position to which assigned. These functions are very important. The decisions and activities determine whether the district will get the most from the dollars that are spent in employing and paying for the services that will probably extend over a number of years. The cost for a life-time of an employee is estimated to be about $1,000,000.

The content of this publication draws from material in earlier PMAC documents and will be referred to at appropriate places on the following pages. In every case there will be proper attention given to the Oregon and federal statutes and rules, and the decisions of the courts.

School districts in carrying out these responsibilities will want to develop policies and procedures that are in keeping with the state and federal requirements, and interpret them so as to meet the needs of the local district. Model policies will be presented at appropriate places in this publication. Good personnel policies explain clearly what is expected of every district employee, both certificated and support staff (noncertificated).

Information about the intent of this publication and related matters may be obtained from Oregon Department of Education staff, particularly Milt Baum, 378-4772.

District boards and administrators have no more important task than identifying the needs of the district, the kinds of service needed to meet those needs, and the employment of persons best qualified to perform these services.

Employing district personnel is a complicated task. In addition to the requirements of state and federal laws and rules, the following must be carefully considered.

These activities should be considered for both certificated and classified (support) personnel:

a. expressing job requirements through position descriptions;

b. deciding the number of employees required for each type of position;

c. determining the positions requiring new and replacement employees;

d. giving attention to training for job technology;

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* This and other PMAC publications referred to on these pages may be obtained from the Department of Education Document's office.

e. announcing vacancies by circulating forms and information to appropriate placement offices and minority centers, and otherwise as provided in collective bargaining agreements. A copy of the announcement should be sent to the nearest state employment office (see ORS 657.710);

f. carrying out recruiting activities in keeping with requirements for equal employment without discrimination;

g. verifying certification, experiences and references;

h. screening and interviewing applicants with the equal opportunity and discrimination controls in mind;

i. deciding upon the most qualified to be interviewed and the priority, if any, given to present employees;

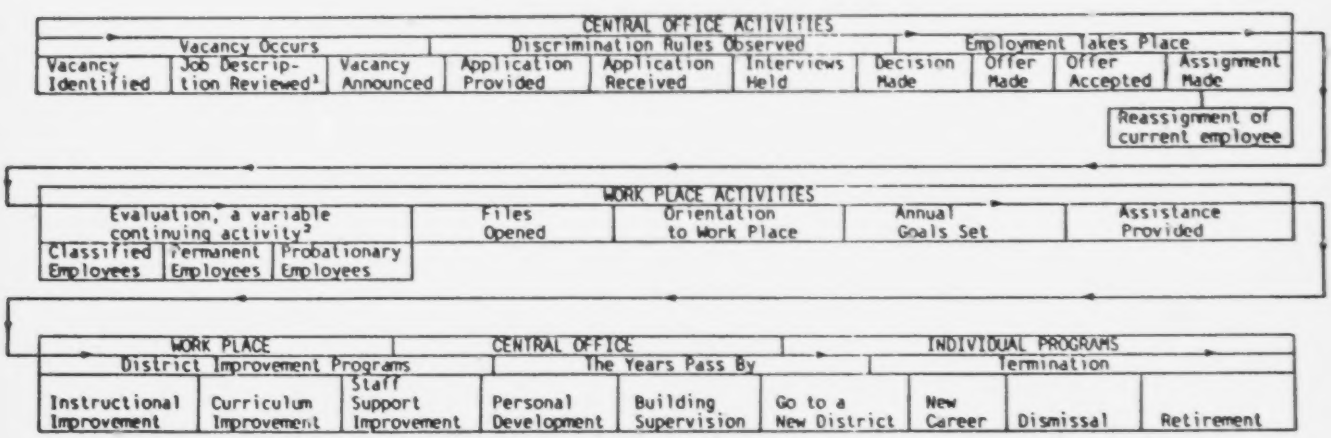
j. offering employment, providing contract or agreement;

k. assigning persons employed to appropriate tasks and identifying their supervisors;

l. opening and maintaining personnel files to meet district needs in keeping with laws and rules.

m. providing orientations to help new or reassigned employees succeed on the job;

CHART A
PERSONNEL MANAGEMENT FUNCTIONS
For Both Certificated and Classified



[1] Job descriptions should be reviewed every year as part of the employee evaluation procedure.

[2] Evaluation is only a part of the staff management functions and applies to all employees. It should be carried out as required by Oregon statutes and rules (ORS 342.850).

This chart shows the sequence of activities that apply to the staffing of employees needed by the district. The flow of events shows the way in which activities are carried out. This publication addresses those activities shown from the upper left, "Vacancy Identified" through the events leading to "Orientation to Work Place" in the second row.

RECRUITING

Many superintendents and principals believe that hiring staff is one of their most important functions, and that the selection of teachers is the key to the school's progress. School districts often do not have established policies for the selection of employees and do not allocate a significant amount of time and finances for the effort. Administrators need the training that would increase their chances of choosing the best candidate.

This section will consider how the best possible people are attracted to the district, and how they may be actively recruited. The following applies to both professional and support staff, both beginners and experienced, and includes teachers, administrators and classified. Districts should apply the same principles and practices to all.

The first step is to determine what vacancies exist. This involves determining the needs of the district by administrators in keeping with the policies of the district and the provisions of the annual budget.

A district that is interested in getting good teachers and other employees will do more than just look for well trained or experienced persons.

This suggests that such districts will be concerned about what their graduates and other citizens may want to do for a career. There are many national and state groups, including legislators that are looking at this problem. A district administration and board that wants to follow these suggestions will devise a policy and procedure for making positive contact with young people while in school and others who are looking for a career or new forms of employment.

The following are some facets of a recruiting program that may be useful to study and implement as appropriate:

Using the professional development of employees as a continuum.

Experiencing the professional development of beginning employees in the context of position offers and demands.

Providing an outline of a support system for teachers new to a district.

Providing a framework for thinking about the place of student learning in evaluating the competence of beginning teachers.

Keeping notes on teacher evaluations from the perspective of Oregon's goal-based, outcome-directed approach to school improvement.

Another factor that may be kept in mind is the interest the business community is showing in the quality of people that choose to enter the profession. They are using some of their resources in calling this need for a good school staff to the attention of the public. School administrators and boards should be alert to such as the following:

In 1986 the Advertising Council prepared a massive advertising campaign to convince high school students to become teachers.

The campaign distributed advertising materials designed to "raise the image of teaching as a profession in the eyes of youth, teachers and the general public," according to Rick Belding, executive director of Recruiting Young Teachers, Inc., the campaign sponsor. The objective of the campaign was to increase the number of college freshmen choosing teaching.

The Oregon Legislative Interim Committee on Education reached the following conclusion on the matter of recruiting outstanding high school graduates and others. The committee report dated September 12, 1986, says the following:

> "Teacher Corps" should be established as the centerpiece of an aggressive, broad-based effort to recruit Oregonians of exceptional abilities and backgrounds to the teaching profession. Forgivable loans in exchange for a commitment to serve as teachers should be targeted at students of high academic ability, especially minority candidates; those qualified to teach in shortage subject matter areas; and those who agree to teach in hard-to-serve regions of the state.

Another aspect of successful recruiting is the recognition that the district has an incentive program for prospective new employees. The district that can provide a positive orientation program, offer new employees opportunities for advancement, has a wellness or related program, and in every way demonstrates it is interested in its employees, will attract a larger response to the vacancies they may wish to fill.

As shortages increase, the most competent candidates for teaching positions can choose from among multiple job offers. Recruitment allows the district a chance to "sell itself" by pointing out the advantages of the job and community. In some areas of the United States school districts and local businesses cooperate to offer new teachers inducements including graduate school tuition, accelerated sabbaticals, eleven-month contracts, and even reduced rent and restaurant bills. Communities are again producing colorful brochures depicting local attractions and pledging community support to the educator.*

The following statements indicate the importance of strong local recruitment programs.

> "As a nation and as groups of parents, legislators, educators, and others, we must set about attracting excellent students into the teaching profession. In practical terms this will involve sophisticated advertising campaigns to generate a sense of urgency, and to rekindle the reputation of teaching as a meaningful and fulfilling career, whether as a rival to the Peace Corps and the military for an initial few years of experience or as a lifelong commitment. (Teaching, of course, can be both a "great place to start" and a lifelong profession.) States and colleges and schools of education must do everything possible to ease the financial burdens of students seeking to be teachers--and thereby forsaking high-paying careers that would make debt more manageable. Scholarships for excellent students must be dramatically increased; student loans may be waived for new teachers. And the standards of training and of entry into the profession must be visibly heightened; in no other way will bright, professionally-minded individuals find teaching worthy of their dedication." From Basic Education, The Recruitment, Renewal, and Retention of Excellent Teachers, Vol 30, No 8, April 1986, p 2.

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* From Recruiting and Selecting the Most Capable Teachers, by Mary Cihak Jensen, an OSSC Bulletin, dated May 1986, Vol 29, No 9, p 17.

"The forecast of a nationwide shortage of teachers is prompting more districts to pay close attention to the first step in teacher selection-recruitment. Districts with rapidly growing enrollments find that they can no longer wait for applicants to come to them: they recruit aggressively on college campuses and at recruitment conventions. In some states, both inner-city and rural school districts attract applicants with promises of benefits ranging from supportive inservice to reductions in their rent payments.

"Oregon's educational leaders do not all agree that the state will suffer a teacher shortage in this decade. The Teacher Standards and Practices Commission predicts 'only modest, regional shortages.'

"Oregon salaries are competitive with those of neighboring states and living conditions in the northwest are attractive to teachers from out of state. A reserve pool of teachers exists throughout the northwest and vacancies are currently being filled from that reserve pool.

"Diane Dunlap, assistant dean of the University of Oregon's College of Education, is one who disagrees. She says it is 'anyone's guess' whether or not the 'reserve pool' of certificated teachers contains substantial numbers of people willing to return to teaching. 'It is impossible to ignore the problem developing around us. Even if we in Oregon have enough teachers, other states will be or are coming to get them.'

"Further, the size of an applicant pool does not guarantee the quality of the applicants. Even a large reserve of candidates may not include enough applicants who fit district specific needs, nor does it guarantee highly qualified teachers." From Recruiting and Selecting the Most Capable Teachers, Mary Cihak Jensen. Oregon School Study Council, Bulletin Vol 29, No 9, May 1986, p 5.

Districts should be alert to the opportunities provided in employment fairs that are offered by placement services. These are planned to bring together the district with vacancies, the employment office that has candidates for positions and the candidates themselves. This is a return to employment techniques that were part of the process in Oregon a number of years ago.

Small Districts

Small school districts are often squeezed by difficult circumstances surrounding staff recruitment. They can achieve excellence even within the restraints that exist in smaller schools. The following characteristics of teachers for small schools may be useful in looking for new employees. In brief, the "ideal" teacher for a small school district should be able to:

a. Teach more than one subject or one grade, and to do so in alternate years.

b. Teach students of a wide range of abilities in the same classroom during the same time span, and combine students of more than one subject or grade into a single class.

c. Locate helpful materials and resources and how to get them.

d. Direct a variety of extracurricular or cocurricular activities.

e. Supervise and assist students who need special help.

f. Represent the "larger world" and act as a bridge to it.

The key to recruiting employees having these abilities and characteristics is for the principal/superintendent to work out a procedure or plan for recruitment. The plan would include:

a. Using the entire community in attracting good teachers. It is not just the responsibility of school administrators; the community should show its interest in new emplyees and make them feel at home. This will help to attract others to the district. The role of community leaders should be emphasized.

b. Preparing and distributing an attractive brochure emphasizing such community features (if they exist) as low housing cost, friendly acceptance, opportunities for advancement. It should also deal frankly with the community expectations regarding conduct, extra community opportunities for service beyond the school day, and the assistance given new employees in developing into strong staff members.

c. Inviting students in training from nearby teacher-training programs to visit district schools and developing a close contact with the faculty in these training programs.

These techniques may also be used in hiring support staff. A secretary that can assist in the classroom or library, or a custodian with bus driving credentials may be very useful.

For the first time in many years smaller schools may be able to compete with larger districts, especially when the life away from the cities may appear attractive to beginning employees.*

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* Most of this page was extracted from "Staff Recruitment and Inservice Development in Smaller Schools," Charles Reavis and Shamus Mehaffie, NASSP Bulletin, October 1980, pp 32-34.

Building Principals

It is generally agreed that hiring good principals is an essential step toward developing and maintaining good schools.

The importance generally given to the role of the principal and the processes by which principals are selected are both complex. School districts must take the time to determine exactly what they want in a principal. A school system that suddenly finds itself with a principal vacancy will find a good principal most often as the result of the same sound planning that was used in filling other positions.

Three alternative approaches are available for selecting principals: internships, structured interviews, and assessment centers. All three have their drawbacks--notably, all involve the expenditure of more time and money than do conventional methods--but they hold out the promise of ensuring that a school system will have a good chance of selecting the principals it needs.

SELECTION

Determining Need

The district school board must decide how many employees are needed and what their responsibilities should be. Factors to consider:

a. the education and support programs already offered by the district;

b. the number of students by grade at the elementary level, and by subject areas at the secondary-level with use of computer programs for staffing, and pupil survival techniques;

c.* changes in present staffing patterns due to increase or decrease in enrollment, revised educational or support programs, or other changes in the district's operating procedure such as alterations in average class size, number of counselors, etc., with attention to employee contracts;

d. number of positions that are vacant;

e. board priorities; and

f. financial resources.

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* Data and other available information that may help in making decisions are:

(1) State Department of Education

(a) Standard for Public Elementary and Secondary Schools; i.e., 581-22-515, Daily Class Size;
(b) Finance section data prepared for circulation;
(c) District profiles.

(2) Northwest Association of School and Colleges

(a) Standards provided in self-studies and annual report by member schools.

(3) National studies by research agencies; i.e., ERS (Education Research Service).

Position Descriptions

After the needs of the district have been determined, it is then necessary to translate each vacancy into a description of the vacancy. This is required by Oregon laws (ORS 342.850(20(b)(A)) and good practice. Reference to the position description is often found in court judgments. Position descriptions are often called "job" descriptions and are quite similar in their use.*

The following is a sample model policy that local school boards may wish to alter to meet local needs, and adopt as a basic guide to the development of more detailed administrative procedures.

Model Policy

The school board engages in fair employment and has an affirmative action plan. It shall direct the development of descriptions for all positions in the district consistent with this plan and related standards, and the educational programs of the district. The position descriptions shall provide for two categories of employees: those that relate to appropriate teaching and administrative positions requiring a legal state certificate, and those who are not required to hold such a certificate. All personnel shall be subject to the requirements outlined in the position descriptions so that they may effectively contribute to the goals and purposes of the school district.

What is a "position description?" A position description is a record of a management decision that somebody is to do a certain job.

Every position has the following characteristics:

a. It identifies concretely the position title.

b. It indicates the kind and extent of skills, knowledge, and abilities required in the position.

c. It makes clear the position's place in the chain of supervision.

d. It relates each position to its ultimate clients--the students--and their goals.

e. It presents the major duties and responsibilities which make up the position.

f. It states the terms of employment and the evaluative basis for the position and may make reference to conviction for crimes--see OAR 581-20-040 (TSPC).

g. It provides for a review procedure and the employee's acknowledgment of the details of the position.

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* The use of "position" rather than "job" will be consistent throughout this document. This is in keeping with other publications of the Personnel Management Advisory Committee.

h. It should be revised annually as a necessary part of the evaluation process, and when a position becomes vacant and employers review the description to be sure it meets current district needs. Sample descriptions are found on pages 47-51.

Although an employee's position consists officially of the duties and responsibilities assigned to it by management, it consists actually of the duties and responsibilities which are actually performed by the employee. Management should see that differences, if any, are reconciled.

Why are position descriptions needed?

1. A position must be described because it can mean so many things to so many people. Case law requires current descriptions as evidence and frequently judgments are made that are based on the district description.

   a. This is particularly true for school employees. A school supervisor may expect performance of a task that has never been explained to a new employee. Each individual has the right to know exactly what is expected.

   b. The position description is the meeting ground for the manager and the employee. Properly used it ties all the elements of the management-employee effort into a unified, concerted force. It is the instrument that defines the position and makes an evaluation possible.

2. In summary, the development of position descriptions is intended to:

   a. enable personnel to understand better their responsibilities;

   b. clarify organizational relationships;

   c. facilitate recruitment, selection, and assignment;

   d. provide a basis for determining staffing adequacy;

   e. provide a basis for budgeting personnel needs;

   f. establish a basis for compensation planning;

   g. assure recognition of established responsibilities;

   h. furnish a basis for the development of personnel performance standards;

   i. make possible more effective inservice program planning; and

   j. provide information for decisions relating to the assignment of personnel to positions.

   k. increase employee efficiency.

What are the roles of board and staff?

1. School boards are legally responsible for the on-the-job performance of every public school employee.

2. The effective development of a position description program requires a clear agreement between the governing board and its executive, the superintendent, as to the content and uses of position descriptions within the district.

   a. The board makes policy; the administration provides for implementation of the policy.

   b. The school board that holds itself accountable will be kept informed about the total school program, but it will not become involved in the administration of that program.

3. The district administrators are fully and exclusively responsible for deciding what form the position description program will take and what will be the specific content of each position description.

4. A successful program cannot be achieved alone by a school board and its administrators. Board members, school managers, supervisors, and district employees must work together as a team.

Filling Vacancies

It is important in filling vacancies to give attention to all factors that play a part in the process.

Current Employees

It is important to give attention to the present staff, some of whom may wish to be considered for assignment in a vacant position. This is often controlled by the collective bargaining contract between the district and employee groups. Current employees, like those who apply from outside the district, must meet all the requirements of the position and meet the policies and procedures of the district as prepared by the administration and approved by the district board.

Equal Opportunity

School districts must follow the requirements of both federal and state as they relate to the equal opportunity requirements of statute and rule. This applies to the employment, reassignment, promotion, and retention of employees of the district. A model district policy would be similar to the following. The equal opportunity requirements must be observed as presented in the following. (ORS Chapter 659; OAR 581-21-045 to -049)

A Sample Equal Opportunity in Education Policy*

Article ___: Administration

Equal Opportunity

The _____ School District, represented by the elected District School Board, adopts and affirms its intent to provide equal opportunity to all persons. It will design and provide programs to eliminate discrimination in all district activities that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, national origin, religion, sex, age, handicap, or marital status.

To this end, it directs the administrative officer of the district to develop plans and procedures, with necessary rules and regulations to accomplish these purposes, and to do so by involving staff and public in their development, to submit them to the board for approval, to announce them generally to staff and public, and to provide for their implementation in practice.

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* From PMAC Equal Opportunities in Education, Instruction and Employment, January 1977, p 10.

Article ___: Conditions of Employment

Equal Employment Opportunity (Affirmative Action)*

Equal employment opportunity and treatment shall be provided in hiring, retention, assignment, transfer, promotion, and training of all employees regardless of race, national origin, religion, sex, age, handicap, or marital status. Equal opportunity in hiring and advancement will be based on specific organizational needs, and individual qualifications for and/or performance of specific duties. Continuous effort will be devoted to the improvement of human relationships and to eliminate conditions from which discrimination in employment and treatment of staff may result.

Application Form

After districts have identified vacancies in certificated and classified positions (see previous section on position descriptions), they should:

a. announce these vacancies and solicit applications;
b. screen applications and evaluate applicants;
c. interview the most qualified applicants;
d. decide how to initiate employment offers; and
e. provide for notifying all interviewed applicants with information for those not selected to fill a vacancy.

Each of these steps is important when recruiting and selecting persons to join the district as new employees, or when current employees move to new positions. The processes developed in carrying out the several steps mentioned above must be used within the requirements for equal employment opportunity (affirmative action) and collective bargaining agreements.

Any adopted selection system should have two main objectives:

Assure and document that the knowledge, skill, ability and characteristics required of applicants are job-related.

Assure and document that appointees are chosen on the basis of these requirements.

Federal and state fair employment laws, including Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Act of 1972, as well as ORS 659, require all employers to assure equal treatment. Discrimination is prohibited on the basis of race, color, sex, religion, national origin, age, marital status, or because of mental or physical handicap unrelated to performance of a specific job.

The Oregon Bureau of Labor, the Federal Equal Employment Opportunity Commission and other agencies are involved in efforts to assure that requirements of law are carried out. The Oregon State Board of Education

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* This publication uses "equal employment opportunity" rather than "affirmative action." The former is intended to include all aspects of personnel employment, assignment, improvement, evaluation and retention/dismissal; the latter only the activities surround initial employment.

through its administrative rules is committed to assuring that no person is discriminated against in any educational program. (OAR 581-22-505)

Application materials used by district should not discriminate. Districts may find it useful to adopt a policy or procedure to give guidance to district staff in recruiting applicants. Such a statement may read as follows. District boards should consider carefully whether they will use it as is, amend it, or write their own.

> Model Policy
>
> District employment application forms shall be developed. They shall be used in a manner which will provide equal employment opportunity and treatment for all job applicants regardless of race, color, national origin, religion, sex, age, handicap, or marital status. Opportunity for employment will be based upon the individual's qualifications and ability to perform the functions of the specific position under consideration.

Recruiting applicants and using application materials are sensitive areas in employment.

All questions on an employment application should be directly relevant to the job applied for, and only those questions should be asked which would relate to the applicant's ability to perform the specific job as found in the position description. Employers who develop an application form should ask themselves, "Why am I asking this question?"

Sample employment application forms have been developed for use with applicants for certificated positions, see pages 56 to 65. Care has been taken to assure its compliance with requirements of civil rights and equal employment opportunity statutes. Similar forms should be developed for other types of positions.

Applicants may not be discriminated against for any of the stipulated reasons. Additional information to meet district needs may be obtained after the applicant has been employed.

Additional information and sample forms may be found in the PMAC document titled Employment Procedures--position descriptions, applications and personnel files, May 1979.

Announcing Vacancies

The district should develop a system for announcing all vacancies, both externally and internally.

a. The announcement should include: job title, position description, location, hours, salary, reference to equal employment opportunity, and the procedure the district will follow in making the selection.

b. Like the position description, the announcement should mention any extracurricular activities which may be associated with the position.

c. The announcement should explain how to obtain application forms, note the deadlines for submitting applications, date the job starts, provide other information that may be helpful to the applicant or district, and the type of certificate or license that may be required.

d. The announcement should be sent to agencies or organizations which may have contact with persons interested in the position. This can help the district meets its affirmative action plan and help provide for equal employment opportunities. In addition, the district may wish to advertise in the local press and other publications.

e. A copy of the vacancy announcement should also be sent to the nearest state employment office (ORS 637.710).

The following is a sample of a vacancy announcement. A more complete document may be found on page 55.

Position	*District*	*Contact Person*	*Information*
Asst. Supt. for Admin. Services	Phoenix Union HS District ARIZONA	Roger Romero, Asst. Supt. Phoenix UHS District 2526 W Osborn Road Phoenix, MT 85017 (602) 271-3100	DEADLINE: 12/1/86 Salary: $55,000-$60,000 Masters & pref. addl. adv. deg. in Bus. Admin. or Ed.; min. 5 yrs. admin. exper. with pub. entities

The district may find it useful to let applicants know how they will be kept informed. For example:

a. The district will answer every inquiry.

b. The district will keep you informed regarding your status with the district.

c. If a position becomes vacant for which you are qualified, the district will send you an application if one is not already on file. A calendar should be prepared and sent applicants showing the approximate dates when you can expect to hear from the district. There should be a calendar for each vacancy.

d. If there are no vacancies, the district will inform you in writing.

e. Employment decisions become final only after the applicant and the district board have both signed a contract.

Collecting Data on Applicants

A method is needed to systematically collect and analyze information about the applicants. The information obtained should be the same for each person applying for a specific position.

Sources of information about an applicant may include:

a. letter of application and inquiry, and resumè of background,
b. application form and personal history questionnaire,
c. college placement and commercial employment agency materials,
d. written recommendations,
e. certificates and licenses,
f. interview(s), and
g. position-related tests.

It may be desirable to use SRI* and other information-gathering procedures.

The application form should allow space for listing references. It is advisable that the district contact two or more of these references, including an administrator in the district where the applicant was most recently or is now employed. In addition, it may be helpful to visit the district if an administrative position is to be filled.

Two methods may be used for contacting references:

a. The district may ask for written comments from references.

b. The district may make personal contact (in person or by phone). Again, a standard form should be used to record information. Personal contact is preferred over written correspondence because it saves time and elicits clearer information. The person making the call should identify the district and the caller. See "Telephone Reference Check," p 66.

Specific items should be addressed when contacting references:

a. dates of employment,

b. salary,

c. how and when the reference knew the applicant,

d. appraisal of performance, being sure this matches position descriptions and inquiries,

e. how applicant related to others--students, staff members, parents, and

f. whether the reference would rehire the applicant.

Information provided by an applicant's placement agency may duplicate information found in the district application form but can be useful for verification of facts. Placement agencies also furnish transcripts, performance evaluations, references, and recommendations from training personnel and former employers.

It is the applicant's responsibility to present evidence that state and local requirements have been met to qualify for the job, and that the applicant is or can be certificated (if applicable). Once all applicants' files are complete, the next step is to screen applicants and select those best qualified for an interview.

Some districts require a sample of the applicant's ability to write in a coherent and technically acceptable manner.

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* SRI (Selection Research Inc., University of Nebraska, Lincoln, Nebraska) is a prepared interview which identifies a prospective employee's talents as compared to a large research sample.

In addition to the state-required CBEST examination of basic skills, applicants to some Oregon districts must pass a district-designed test of written expression. The Salem-Keizer School District, administered an English Skills test to applicants as early as 1978. Candidates for certificated positions in the district review two papers written by district students for English usage, spelling, and punctuation. The district is cautious about the use of any one measure as a screening device. From Recruiting and Selecting, OSSC Bulletin, p 14.

The Interview

"The interview is the most widely used selection technique and the technique most influential in hiring decisions. Yet the interview, if used incorrectly, is neither valid nor reliable. The average interview may stand little chance of being a representative 'slice' of the applicant's life, an accurate measure of a teacher's competence. Typically the interview is unstructured, lasts less than one hour, and is highly influenced by first impressions, appearance, nonverbal behavior, and conversational skills.

"Some studies suggest that interviewers may arrive at their decision to hire or reject an applicant within the first five minutes of the interview. The remainder of the interview can become a seeking of supportive evidence for the predetermined choice. That early decision can be biased by what business calls 'the old school tie syndrome,' the tendency of interviewers to prefer applicants similar to themselves.

"School principals apparently are not immune to that syndrome. One study found that principals are attracted to persons of like attitudes: . . . . If this 'matching' of applicants and employers occurs naturally, are teacher candidates selected because they in some way match a school's current quality? If so, strong schools get stronger, weak schools weaker.

"The much-maligned interview is not, however, without promise. An interview helps employers measure a candidate's important social and personal characteristics. The reliability of the technique increases when interviews are structured: when all candidates are asked the same questions they in effect 'run the same course.' Conducting a thorough job analysis prior to the interview and using a selection team, rather than an individual interviewer, improves interviews.

"Districts can improve interviews by recognizing that not all employees are equally adept at interviewing candidates. In a U.S. Department of Education research report reprinted by the Oregon Board of Education, districts are advised to select interviewers who have these qualifications:

a. alertness to cues,
b. ability to make fine distinctions, perceive accurately,
c. ability to make immediate and accurate records,
d. willingness to use criteria established by the organization, and
e. ability to suppress biases." From Recruiting and Selecting, OSSC Bulletin, p 7.

An interview is designed to gather information about an applicant and to inform the applicant about the position.

The following factors should be considered when conducting interviews:

a. what the nature of the interview should be,
b. how and when decisions are to be made,
c. who the interviewer(s) should be, and how the interviewer(s) will be prepared,
d. the number of applicants and the order in which they will be interviewed, and
e. the information that should be made available to all applicants.

Prior to the interview, each applicant should be provided with a job description and other pertinent information. Interviews need to be planned carefully; equal employment opportunity and the district's affirmative action plan must be observed strictly. In addition, questions should be planned in advance which:

a. are consistent with the position description;

b. ask only for information that will help district staff members appraise applicants in terms of written requirements;

c. do not address personal characteristics of the applicant, the applicant's family, or other such information except as is appropriate to the position;

d. allow the applicant to ask questions in turn about the position and the district.

The interview should be based on both direct and general questions. The interviewer(s) should:

a. Put the applicant at ease by asking general questions about qualifications for the position.

b. Ask questions which require that the applicant structure a response; allow time for reflection.

c. Keep the interview in focus by restating questions; be alert to recognize when more information is needed.

d. Avoid criticism or registering disapproval, also avoid indications of preferred responses to questions.

e. Avoid questions which elicit little information beyond "yes" or "no."

f. Avoid obvious (rhetorical) questions which may lead to ready-made answers.

g. Avoid behavior that could be interpreted as discriminatory.

h. Complete a written evaluation immediately at the conclusion of the interview.

Interviewing involves both subjective and objective analysis techniques. The subjective is essentially intuition--an impression; the objective is based on written and oral information.

When rating applicants, an interviewer should avoid:

a. being too lenient, which may result in overlooking negative characteristics;

b. the "halo effect" which over-emphasizes positive characteristics the interviewer is looking for;

c. inappropriate favoritism toward applicants who share the interviewer's professional specialty area;

d. the tendency to make impulsive judgments for the sake of expediency.

As in other selection processes, guidelines to the civil rights laws place the burden of proving job-relatedness and the validity of questions used in interviewing on the employer. specific questions about specific job requirements and applicant qualifications are the best ways to avoid legal troubles; and the best way to find the best applicant, judged on his/her own personal merits. Questions about domestic arrangements, personal finances, etc., should be handled with care and preferably avoided altogether. You are not concerned about the applicant's personal life per se, but only about problems and circumstances that would adversely affect his/her work.

To provide you with a basic guideline for the types of questions to avoid during an employment interview, it is suggested that the following may be helpful.

Questions to Avoid

a. Age?
b. Sex?
c. Height?
d. Weight?
e. Marital status?
f. Number of dependents?
g. Color of hair or eyes?
h. Spouse's occupation?
i. Amount of rent paid?
j. Do you own your own home?
k. Have you ever been convicted for violations of the law?*
l. Religion?

Use Care to Avoid Possible Discrimination

a. Allusion to place of origin. (Such as asking about an accent.)

b. Organizations other than professional.

c. Photograph before hiring.

d. Name and address of nearest relative. (Ask for person to be notified.)

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* While questions about convictions may be appropriate, they are often best included on application forms.

e. Recommendation of present employer. (Refers particularly to classified positions. Ask for names and addresses of people who can give references.)

f. General military service. (Ask only about military experience or training. Avoid such statements as, "Your discharge was honorable, of course.")

g. Religious affiliation of college attended.

h. Specific educational level unless directly related to job performance.

i. Do you own your own car? (Ask about a car if it is required for the job but not to determine the applicant's level of affluence.)

Other questions, sources of information and techniques may be developed by the district.

It is obvious that the purpose of screening applications and the personal interview is to select the best person for the position.

The Procedure of Selection

The decision on the person to be selected must keep in mind the equal employment requirements and the district policy and collective bargaining agreements. It may be that a current employee may be best qualified for the position. This should be considered in making the decision.

If there is no applicant already in the district that is qualified, the following procedures should be followed. From Recruiting and Selection, OSSC Bulletin, pp 6, 11-13.

Training Administrators

Wherever the selection process begins, building administrators are active in choosing their building staff. Principals are involved in each stage of the screening process. One key to good selection is the training and experience of the administrators. They should be trained in how to screen papers, interview candidates, and verify references. They review applicants' papers, searching for agreed-upon signs of outstanding personal and professional presentation of information, accuracy and clarity of expression, and evidence of a relevant educational background. They search through each applicant's papers and college transcripts for signs that the potential teacher offers a balance between academic excellence and personal skills. They often do this in groups or "review teams."

Building administrators work to achieve consistency in interviewing skills, using the defined characteristics they particularly value in teachers, such as:

a. commitment to accomplishment,
b. effective relationships with students,
c. professional orientation,
d. verbal clarity, and
e. ability to manage classrooms and model appropriate behavior.

They design interview questions to elicit information about each of these characteristics, combining structure with flexibility and avoiding any standardized interview format.

One form of training for administrators occurs when districts validate their employment processes by studying how candidates selected in the previous year actually performed in the classroom. When a newly hired teacher fails to perform according to the expectations of the district, administrators should review the hiring of that candidate, seeking clues that will perfect the existing system. From Recruiting and Selection, OSSC Bulletin, Vol 29, No 9, p 13.

Small districts may want to carry out these activities with the assistance of the local Education Service District staff, perhaps using some form of consortium.

Choosing the Best Qualified*

A lack of attention to teacher selection in the nation's school districts may partially explain the results of three recent studies. Each of the three studies support the idea that the methods used to select and place teachers do not result in more academically competent teachers being selected. One study found that candidates with the highest grade point average, the best evaluation of their student teaching performance, and the strongest professional recommendations were not employed.

In the second study even a surplus of candidates did not guarantee that districts would hire the best qualified candidate. Deficiencies in the hiring process seemed to have actually favored those applicants who failed above those who would produce higher basic skills test scores.

The third study found that an applicant's superior cognitive skills did not predict his/her employment as a teacher. In fact, being rated as "bright" by a college supervising teacher related negatively to employment. Apparently, characteristics of the teacher candidates other than their ability and achievement records have been favored in teacher selection.

Consequences of Inadequate Selection Techniques

The process by which teachers nationwide are commonly selected may explain in some part why the "best" in terms of academic and performance ratings are not necessarily the first to be hired. The consensus of research findings is that in American schools untrained administrators often fail to gather multiple information about candidates. Decisions to hire teachers may be based too often on incomplete selection procedures.

Richard Young, coordinator of educational placement at the University of Oregon, says that the state's districts are increasingly sophisticated in their processes of selection. Sophistication, he says, is a necessity:

> To hire a poor teacher is to make a bad investment. Districts are getting very careful about their investments. They must. Those schools are no stronger than their weakest link. I consider the use of group judgment in selection decisions an insurance policy.

The Oregon districts represented in this chapter use a variety of procedures to screen applicants for teaching positions. In each school district, both district-level and local school educators are involved in the process.

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* The material on this and the following pages (22-23) is from Recruiting and Selection, OSSC Bulletin, Vol 29, No 9, pp 6-7.

More Direct Measures of Selection

Most important, the information gathered in the interview should be considered with information gathered from a variety of other sources: application form, transcripts, student teaching performance, references, and test scores. Placing the right teacher in the right school at the right time demands that employers seek a wide range of information about each applicant.

Even a thick file of scores and references for a candidate may not, however, accurately measure the individual's skills in teaching. It is not common among school districts to use direct work sample tests, but perhaps it should be. Industry commonly uses work sample measures, tests designed to show more precisely the exact skills necessary for a specific position. For example, an individual applying for a position as a typist should take a typing test. Candidates for teaching positions could be asked to provide demonstrations of their work as instructors. Alternatively, interviewers could request a written lesson plan designed to teach a specific objective. A district administrator could observe an applicant at work in a classroom.

Recruiting and selecting the most capable teachers may demand that a district invest even more than time and money: thoroughness and ingenuity are needed to accurately measure a candidate's potential.

Statewide, districts of moderate or large size follow one of these two general procedures:

> ***School building administrators, often with members of their staff, screen applicants for vacant teaching positions.*** After reviewing information about the applicants and interviewing them, the school recommends final candidates to the district office staff for approval. The district office staff member responsible for personnel reviews the applicants' files, verifies references, and approves or disapproves the school's choice.
>
> ***District personnel officers screen applicants for teaching positions.*** After examining all information available about the candidates and conducting interviews, the personnel officer recommends five or six candidates to the local school. The five or six candidates are, in the district's opinion, the best qualified for this vacancy at this time. The school administrator, often with members of the school staff, names the preferred candidate. The district office confirms that choice after a check of references.

Assignment

District administrators in the interviewing process will have determined whether the applicant has the preparation required for assignment to the position which was vacant. This will also include a review of experience. The assignment must fit the position description that applies to the vacancy, and it also must meet the requirements of the Teacher Standards and Practices Commission.

The important part of these requirements applies to a possible misassignment as described here:

> If the applicant has a certificate, and the endorsement suits the position offered, then steps toward possible employment and assignment may continue. The original certificate should be requested by the district in order to make a copy for district files.

If the applicant does not have a certificate, but is in contact with the Teacher Standards and Practices Commission (TSPC) and has filed the necessary application forms, then the district should review the TSPC application process with the applicant to ensure that the applicant has taken all the appropriate steps. If no action has been initiated, then the district may want to help the applicant contact TSPC.

Certification

Summary of TSPC Rules Pertaining to the Use of Endorsements

a. Teaching certificates with elementary endorsements are valid for instructional assignments through grade nine. Exceptions are assignments in the area of special education, and assignments which require that 50 percent or more of a teacher's time be devoted to instruction in any one of the following areas: art, foreign language, health, home economics, industrial arts, library or educational media, music, physical education, reading.

b. Endorsements in special education and vocational education are required for any state-reimbursed or state-approved programs.

c. A teacher who is assigned for 50 percent or more of the time outside an area of endorsement may need a "special" certificate for that service; i.e., counselors, supervisors, and administrators.

d. A principal's endorsement is required for each school administrator in each school who supervises a staff of more than seven certificated employees; a superintendent's certificate is required for the chief administrator who reports directly to the district school board and who evaluates staff and recommends employment.

e. Subject area endorsements are valid for assignments in the regular subject areas, and for teaching up to two periods a day in a subject area for which the teacher does not hold an endorsement. Any districts with a misassignment should contact TSPC immediately.

   (1) Misassignment is the assignment of a certified person to a position for which he/she does not hold the endorsement required by Rules for Certification. TSPC Rules include the following (OAR 584-50-055; 584-50-060).

   (2) Misassignment is appropriate only as an emergency measure and shall be temporary in nature.

   (3) Misassignment of two periods or less must be reported annually by October 15 or within six weeks of when the misassignment begins.

   If a person is misassigned for more than two class periods, one of the following steps must be taken:

   - During the first year of misassignment the employing superintendent must file a misassignment report for the person.

- If the misassignment will continue for a second year, the person must obtain an emergency certificate. Issuance of an emergency certificate will be contingent upon completion of 9 quarter hours applicable to a basic or standard certificate with the appropriate endorsement.

- If the Executive Secretary deems that the demographic characteristics of the district, the size of the student body, the number of certified personnel and the educational practices of the school warrant, an educator may be permitted to continue in a misassignment without additional preparation.

- Application for an emergency certificate must be made by October 15 or be within six weeks after service under the contract begins, whichever is later.

(4) TSPC may require a district to forfeit a portion of the basic school support funds due the district for each violation of certification that takes place during a school year.

(5) Out-of-state applicants must pass the CBEST; not all have succeeded.

Filing the Certificate

If an offer of employment is made and accepted, the district must obtain and file the certificate prior to the first day of employment; an offer may be declared void if the certificate is not on file. The certificate is filed at the district office, except in a district without an administrative officer, in which case it may be filed with the county education service district (ESD). (ORS 342.601, as amended by Chapter 663, 1981 Legislative Session.)

Any first-time applicant for a certificate in Oregon must secure a first aid card, recognized by TSPC, within 90 days after receiving the certificate. Failure to do so could constitute grounds for suspension of the certificate. An individual who is physically handicapped may secure a statement from an approved first aid instructor which verifies completion of a first aid course, but which states that the applicant was unable to meet the competencies required by the course due to the handicap. District rules should indicate the number of teachers, and which teachers in particular, that will need first aid cards. Also included should be the provision that, if necessary, 90 days will be allowed for a teacher to obtain a card. It is suggested that the district employ a system for monitoring first aid endorsement (ORS 342.126). Districts must have at least one staff member for every 60 students holding a current first aid card (OAR 581-22-705(3)).

If a certificate has not been filed properly, or a certificate has been suspended or revoked, then the district has the right to suspend or dismiss the employee.

A similar situation can exist when an employee's certificate is about to expire. The employee is required to file for a new certificate prior to and not later than 120 days following the date of expiration. The district has the right to ask the employee to state that the work needed for certificate renewal has been completed. Failure to meet renewal requirements could result in suspension or dismissal. These requirements also apply to substitute teachers.

The district may wish to establish a procedure for identifying the certification expiration date for each employee (usually an employee's birthdate), including a means for alerting and helping the employee to renew a certificate.

Other Considerations

In addition, there are two other matters involving certification which need to be considered. According to statutes passed during the 1981 Legislative Session, any out-of-state applicant must meet all Oregon certification requirements to fill a position, unless the number of in-state applicants is insufficient. TSPC may issue an emergency certificate for a geographic or subject matter area in which a shortage occurs. Any academic requirements for a Basic Teaching Certificate (including endorsement) which an applicant has not met become part of the renewal requirements for further certification.

A second consideration is special coaching assignments. Coaching is a permissible assignment for anyone who holds a certificate in any subject matter area. If the certificate is for coaching only, it is subject to the following provision:

a. The applicant and the district need to make a joint application for a certificate through board resolution.

b. The applicant must hold a recognized first aid card; it is the district's responsibility to verify competency in: athletic conditioning, the care and prevention of injuries, and knowledge in the area of the growth and development of children and youth.

c. The applicant needs to have completed a course on laws governing discrimination.

d. The applicant needs to demonstrate professional growth in order to qualify for renewal of the certificate.

School districts should develop and adopt appropriate policies and procedures to implement the actions noted above.

Restrictions

A school district may not allow a certificated employee to start assigned activities, either at the beginning of the school year or any date thereafter, until all requirements called for in statute and rule have been met. It should be noted that a substitute teacher with proper certification may be used only for a maximum of 60 days for a regular teacher who is obtaining certification.

The Teacher Standards and Practices Commission has the statutory responsibility to determine the amount of penalty that a district will be assessed for a violation of certification requirements; the penalty cannot exceed the amount earned by a given teacher during a period of improper certification or assignment. If an assignment is related to a strike situation, only classroom time with students is subject to penalty. The penalty is deducted from the State Basic School Support allocation to the district; the amount is set by TSPC and reported to the Oregon Department of Education.

The bottom line is to keep the district from paying fines due to misassignment of staff.

Position Offer

A designated administrator should immediately notify the selected applicant. An offer of employment should be made in writing and the applicant asked to return a firm commitment to accept the position.

The district board should then act promptly to officially employ the applicant and a contract forwarded at once. The contract and other appropriate agreements should be considered final when signed.

Any change of mind should be resolved by prompt action. If the offer is rejected, the next best qualified applicant should be contacted, or new applications solicited.

When the offer is accepted and contract signed and returned, applicants who were interviewed should be notified in writing that the position has been filled.

FILES*

Authority

In 1979, the Legislative Assembly amended ORS 342.850. The following sections are now in effect:

> "(4) The evaluation reports shall be maintained in the personnel files of the districts.
>
> (5) The evaluation report shall be placed in the teacher's personnel file only after reasonable notice to the teacher.
>
> (6) A teacher may make a written statement relating to any evaluation, reprimand, charge, action or any matter placed in the teacher's personnel file and such teacher's statement shall be placed in the personnel file.
>
> (7) The personnel file shall be open for inspection by the teacher, the teacher's designees and the district school board and its designees. District school board shall adopt rule governing access to personnel files, including rules specifying whom school officials may designate to inspect personnel files."

It should also be noted that the revised Standards for Public Schools do not provide specifically for personnel files; however, Oregon State Board of Education Administrative Rule 581-22-715(1) requires school boards to adopt and implement personnel policies and plans. Provision and use of personnel files are usually provided by rule and/or employee contracts.

Suggested Board Policy

Personnel files must be maintained for <u>each</u> employee. Below is a suggested policy the district school board may wish to consider when writing their own policies. This may include provision for the retention or discard of personnel file content.

> Personnel files shall be maintained for each employee of the district. The official files shall be maintained in the central office of the district administrator. The personnel files shall be open for inspection by the employee and such other persons as are officially designated by the board or employee in accordance with regulations adopted by the board.

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* See PMAC, <u>Employment Procedures, Personnel Files</u>, 1980.

Use of Files

ORS 342.850 requires that there be district files where official district personnel records are placed. These files are the property of the district and may be used as prescribed in the law, and as provided in district-adopted rules pursuant to ORS 342.850(7).

Personnel files are stored at the district's central office. Contents of files are open to employees and others, as provided in board policies which clearly indicate conditions when access to files is permissible. Files are reviewed and purged as provided by law, bargaining agreement, or board policies.

File of employees are secure from unauthorized examination in keeping with confidentiality requirements. These laws and rules require that districts establish and maintain employee files containing those documents needed by the district to properly manage personnel activities. The district board must adopt policies and procedures for the proper use of such files.

The statutes provide for inspection by the "district school board and its designees." Individual board members do not have access to the files unless they are delegated this responsibility and authority by formal action of the board, either through adopted rules or by special action as noted in board minutes.

Board rules governing the examination of personnel files should make appropriate reference to the confidential natura of these records, and make provision that those who have access to files observe such confidentiality.

Personal Records Inspection

School districts and administrators are responsible for safeguarding the confidentiality of personnel files. The following suggested guidelines may be modified to suit needs locally; the advice of the district's legal counsel may be useful.

1. The district superintendent shall establish procedures which will assure confidentiality in the use of personnel records of district employees.

2. The district office personnel shall be responsible for maintaining systematic, complete and current files for all personnel in the district, as appropriate.

3. Except as provided in paragraph "4" on the following page and as otherwise may be required by law, personnel records of district employees shall be available for use and inspection by only the following:

    a. The employee.

    b. The employee's designees.

    c. A member of the school board, when relevant to personnel action then under consideration by the entire board or as specifically authorized by the board.

    d. Members of the superintendent's staff.

    e. Employees of the personnel office, as designated by the personnel director (optional, applies to any district with a personnel staff).

f. District administrators and department heads, who shall have access only to the files of their employees or prospective employees.

g. Courts and public agencies with the power of subpoena and attorneys for the district, when relevant to the performance of their respective duties.

4. The superintendent and members of the staff may permit persons other than those specified in paragraph 3 to use and inspect employee records when in the opinion of school officials, the person requesting access has a legitimate official purpose for using or inspecting such records. The school official permitting use or inspection shall restrict access and use to the extent necessary to performance of such official purpose. The school official permitting access shall determine in each case the appropriateness and extent of such access.

5. It is desirable that a copy of these provisions be posted in the personnel office in such a manner as to be obvious to all persons who wish to use personnel files. This will also make it possible for staff to know the rules.

6. Personnel records should be placed in official files and other files as approved by the district administrator. Retention schedules specify the minimum time for retention in accordance with the State Archivist's instructions.

*Illustrations:

Individual Personnel Files: retain permanently unless the person is a temporary employee (not more than 90-days)
Application Files: retain permanently
Other Selection Records: 3 years (a federal requirement; Oregon is 90 days)
Collective Bargaining Contracts: permanently.

7. Personnel staff that supervise other employees often maintain a "nonofficial" desk file that has notes and a variety of comments that relate to events in past weeks and months. It has been common practice for these notes to be used and consolidated into the required annual evaluation report. A recent employee relations board decision stated that the information notes may be considered as part of the official district file after the passage of six months. Supervisors should keep this in mind and prepare more formal documents periodically so that there are no information items that have been in the desk file for more than six months, or they then become public material without the formal evaluation document.

---

* Records Management Files for Oregon Public Records, Archives Division, Secretary of State, Salem, Oregon, September 1980, from page 9, Division 40.

SUMMARY FOR RECRUITING AND SELECTION*

The following recommendations are drawn from the efforts and implications of current research:

a. Develop written policies. These are needed to identify the district's commitment to hiring the most qualified applicants.

b. Treat candidates with justice and respect. Equal opportunity requires high standards of fairness.

c. Recruit actively and widely. This should be carried out early in the "employing season" in order to get the best qualified.

d. Be prepared to "sell" the district. Speak about the district's good points, and the deliberate incentives it has developed to attract and hold the best candidates.

e. Train those who select new employees. This requires a high level skill, and preparation and training of the persons involved is important.

f. Involve more people in the decision. A selection team can increase the reliability of the appraisal of a candidate's paper and interviews.

g. Consider multiple information about candidates. There is no single technique or combination of factors, but attention should be given to the cognitive, academic, and personal characteristics of the applicant.

h. Learn from successes and mistakes: validate your process. Examine the factors that led to the employment of both good and weak teachers who were employed last year.

i. Be aware of and follow the provisions of the district collective bargaining agreements.

j. Observe the various district board policies that relate to the matters included in this document, and do the same for any operational procedures developed by the Superintendent (see page 11).

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* From OSSC Bulletin, Op cit, Vol 29, No 9, for a. through h. pp 16-18.

ASSIGNMENT ORIENTATION

It should be noted that the following may apply equally to any district employee, certificated or classified, who has been given a new assignment. This is true whether the reassignment was requested or it was district initiated. (The appropriate collective bargaining agreement may need review on this change.)

Thinking About Beginning Teachers*

Current educational reform efforts in many states have focused on teachers' qualifications and instructional competence. Programs have been advanced to improve both preparation for teaching and the performance of experienced teachers in the classroom.

Within this context, entry to the profession is viewed as a critical juncture in the support and selection of qualified teachers, and a crucial period in teachers' continuing professional development. As a consequence, programs for the supervision and evaluation of beginning teachers are being proposed and/or enacted in many states.

Educational institutions and agencies in Oregon share this concern about beginning teaching. They recognize that the transition from preparation to practice is a trying time, and that the difficulties encountered during the first teaching year can be profitably addressed through the provision of support and assistance to beginning teachers. Also recognized is the potential of entry-year assistance programs to provide an avenue for both promoting and evaluating the beginning teacher's instructional competence in the initial teaching placement. Regardless of their premises or programmatic emphasis, proposals currently being explored in Oregon that would support the transition from preparation to practice, target this distinct period in the teacher's professional development--entry to the profession.

Attention to beginning teaching is long overdue and well deserved. For decades, research has documented the problems that beginners encounter, their needs for support and assistance, and the cyclical provision and withdrawal of internship and induction programs intended to address these problems and needs. These studies demonstrate that the problems first-year teachers confront are, in nearly all cases, solvable. The provision of support is critical to reducing the stress of beginning teaching and increasing the success and effectiveness of entry-year professionals.

In contrast, research also consistently shows that first-year teachers are not likely to receive sufficient orientation to the expectations and procedures of the school, or ongoing support and assistance during the first teaching year, to enable adjustment to and successful performance in the instructional role and setting. This discrepancy between beginners' needs and the timely provision of appropriate supports, has generated a host of questions about the untoward effects that unguided induction may have on teacher behavior, attitudes, effectiveness, and career decisions.

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* From opening comments for "The Beginning of a Teacher's Career," presented by Betsy Clewett at the Council for Professional Development, at Willamette University May 15-16, 1986.

As programs to assist beginning teachers have proliferated in recent years, other questions about the purposes and practices of entry-year assistance have surfaced. The potential for programs to provide an opportunity to both support beginners' development as professionals, and to evaluate their competence in the teaching role, has resulted in the implementation of programs intending to blend supportive supervision with evaluation activities linked to important certification and contract renewal decisions. In many locales, participants in such programs report that evaluation dominates over the provision of support, thereby intensifying rather than alleviating the problems encountered during the first teaching year. Yet, evaluation of beginners' performance is a worthwhile and legitimate component of induction programs, and a component in need of further exploration and inquiry. This discrepancy between the purposes of induction and the reconciliation of intended and unintended outcomes of entry-year assistance programs has also generated a host of questions about best practices and policies with respect to guided entry to the profession.

Recommendations for induction into teaching*

a. The induction of teachers needs to be viewed as an important part of the teacher education continuum.

b. Successful induction requires that teachers are appropriately placed in teaching (or other positions) so that they have reasonable potential for success.

c. Alternative beginning teacher induction systems must be designed to address the issue of what expectations are realistic in terms of the performance of beginning teachers.

d. Induction programs should address the problems of new teachers entering a new social system as well as addressing issues of instructional effectiveness.

e. Responsibility for successful induction should be a collaborative effort involving at least the institution of higher education, the school system and the state education agency.

f. Institutions of higher education need to develop follow-up and support systems to better serve their graduates.

A major problem that is not clearly reported in much of the research is found in the assignments given new teachers in the school or other workspace. This can be corrected at that location. Much of the problem revolves around the standard assumption that the experienced employee should have the best assignment. As a result, many if not most beginning employees are given the problem children, the worst classroom setting, the assignment to more than one room, and other "bottom of the ladder" responsibilities.

---

* Beyond the Looking Glass, recommendations and critical warning for teacher education practitioners, policymakers, and researchers. A synthesis of the Beyond the Looking Glass Conference, 1986, prepared by Gene E. Hall.

Current findings of related studies indicate that beginning teachers' problems include:

a. Classroom management and student discipline.

b. Student motivation.

c. Adjustment to the physical demands of teaching.

d. Managing instructional demands of position (e.g., preparing and organizing work; individualizing assessment, instruction, and evaluation; locating materials and resources).

e. Managing noninstructional demands of position (e.g., enlisting timely and appropriate assistance from school personnel; establishing relationships with students, parents, colleagues; managing extracurricular assignments).

f. Sacrifice of leisure time.

g. Justification of work demands to others outside the workplace.

It requires that district policy and supervisory personnel assume the responsibility for providing an environment that is conducive to positive experiences for the new staff member. Note: it is important, also, to consider these matters for the present employee transferred to a new assignment or workspace in the district.

Among the ways by which new employees may be assisted are the following:

a. Increasing orientation and inservice practices.

b. Reducing teaching and other instructional responsibilities.

c. Providing supervision (in contrast to observation/evaluation).

d. Increasing time for planning and organizing instruction.

e. Providing opportunities to observe the teaching of more experienced colleagues in their working area.

f. Assigning experienced personnel to provide new employees with various types of assistance and support.

g. Offering opportunities for beginning employees to interact with one another.

Various commentaries advocate reform of preservice, orientation, and inservice programs. They assign responsibility for improvement of programs and practices to higher education, state departments of education, schools and school districts.

These suggested changes often result in proposals for large-scale reform of teacher education and induction practices, and are incorporated in the issues of professionalization of teaching.

Systematic, comprehensive, and long-range evaluations of new or revised programs are rare; evaluations that are now available tend to resemble descriptive studies of beginning teachers.

a. The reflections of beginning teachers on preservice programs generally cast much of the professional coursework as irrelevant, but the field experience as invaluable.

b. Inservice provided by schools and/or districts is generally of an orientation nature, and is seldom designed to meet the information or support needs of beginning teachers.

c. Inservice training during the induction year is regarded by beginners as detracting from the tasks of teaching and other time-consuming demands, except when special arrangements are made for the beginning teacher.

d. Even the results of well-coordinated and planned long-range inservice programs for beginning teachers do not demonstrate immediate effectiveness in improving teacher skills.

e. Extended training and internship programs offered cooperatively between public and higher education appear to reduce early stress and increase teacher effectiveness throughout the year, but cost effectiveness of such programs has not been demonstrated. The use of in-district mentor teachers trained to supervise and assist others in new assignments may be an alternative and has been found to be highly effective where implemented (Rand Report, 1985).

A recent report of the Oregon Citizens Advisory Committee to the Joint Interim Committee on Education, titled "Teaching as a Profession: The Challenge to Oregon" looks ahead on the issues that affect the beginning employee. These are:

a. Oregon teachers should endorse the national system of voluntary "Board Certification" currently being developed by the Carnegie Forum on Education and the Economy, and participate as a "Pilot State" in the development of the program.

b. To improve the induction of beginning teachers into the profession, state policies should be structured to insure the following: Every beginning teacher should be formally ASSIGNED AN EXPERIENCED "Mentor Teacher," whose responsibilities would include orienting the teacher to the school and the district and providing a variety of positive assistance. The state should fund these mentorships.

c. To create new career options for teachers, the state should fund a "Professional Growth and Career Development" program.

It should be noted that these comments deal primarily with the teacher supply and demand. This document emphasizes the need to do the same things <u>for all employees</u>.

CHECKLIST

This checklist is designed to assist districts to give proper attention to the various phases of personnel employment included in this publication. District's should have policies and procedures for each item.

	A check mark in this column means the district has provided for the various employment activities	The activity is found on page(s)
Recruiting the basic philosophy	___	3-5
Small districts	___	6
Building principals	___	7
Selection		
Determining need	___	9
Position descriptions	___	10-12
Filling vacancies	___	13
Equal opportunity	___	13-14
Application form	___	14-15
Announcing vacancies	___	15-16
Collecting data	___	16-18
Interviewing	___	18-21
Training administrators	___	21-22
Choosing the qualified	___	22-23
Assignment	___	23-24
Certification; license, if required	___	24-26
Position offered	___	27
Files	___	29
Use of files	___	30
Record inspection	___	30-31
Summary for Recruitment and Selection	___	33
Assignment/Orientation	___	35
Philosophy	___	35-36
Induction	___	36-38

Conclusion

The following is from a report of the literature on the role of the beginning teacher as prepared by Randy Hitz and Susan Roper, completed 1986.*

In reading the more recent articles on the first year of teaching, one is struck with a sense of urgency. With the increasing shortage of teachers throughout this decade and into the next, the issue of attrition becomes even more critical. Although we did not locate any data on the issue of attrition, we did find consensus that the rocky transition period for so many beginning teachers is an important factor in the high attrition rate in the profession (Sandfeur, 1982). Since we are more likely to lose our top beginning teachers, the seriousness of this problem is compounded. Sandfeur (1982) succinctly summarizes the problem in his observation, "induction [the first year] as it presently occurs is a matter of survival, not necessarily of the fittest, but of the most durable" (p 37). By considering the needs of beginning teachers in designing preservice programs, we can do a better job in easing the transition from being a student of teaching to a full-time teacher. Listening to beginning teachers is, clearly, the first step. The messages we have heard from our own Oregon graduates as well as reports of beginning teachers from several states and other countries helped us target four general areas for program improvement: (1) learning how to work with other adults, parents, administrators and aides; (2) learning how to work with colleagues; (3) presenting a more realistic view of the teaching profession; and (4) giving students a more complete theoretical framework. For each of these general areas, we identified specific activities to incorporate in our preservice program. While our suggestions are hardly exhaustive, we hope they will generate other ideas for preparing beginning teachers who are not only "durable" but competent as well.

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* "The Teacher's First Year: Implications for Teacher Educators," prepared by Randy Hitz and Susan Roper, 1986, from Action in Teacher Education, Graduate School of Education #413, California State University, Long Beach, California.

RETRAINING AND RETENTION - A CLOSING NOTE

Staff recruitment, selection procedures, and orientation activities constitute only the first aspects of district personnel management. Once the district has hired an employee, attention needs to be directed to supervising and assisting the employees, and evaluating the employee's performance according to the staff appraisal program that the district has developed. For more information, see the following Department of Education publications: Personnel Guidelines and Model Policies (1985) and Evaluation Guidelines for School Personnel (1986).

Finding and hiring the right employee for the right job is essential if schools are to achieve or even aspire to excellence. However, having selected the right person is just the beginning. These are the first steps for a long, positive experience for the employee, children, parents and district administrators.

Unfortunately, many schools feel that the job is completed at this point. In reality, the job has just begun. Orientation is a critical part of getting an employee off on the right start; continued personal and professional growth is the essential ingredient for continued improvement in the ability to educate children.

The PMAC blue book, District Improvement Programs 1986, contains many ideas for staff development and could be an excellent guide to building a school district program.

Retraining and retention of employees will be a future "blue book" which will address keeping good staff on the job and/or retraining them for future roles or for assuming more appropriate assignments.

BIBLIOGRAPHY

The PMAC publications (blue books) that are currently in print are the following. They may be obtained from the Oregon Department of Education, Documents Section.

Constructive Staff Discipline (1981)

District Improvement Programs (1986)

Employment Procedures - Personnel Files (1980)

Employment Procedures (Position Descriptions-Applications-Personnel Files (May 1979)

Equal Opportunities in Education (Instruction and Employment January 1977)

Evaluation Guidelines for School Personnel (1986)

Forced School Closure (May 1984)

Hearings (1980)

Keeping Schools Open (1986)

Personnel Development for School Improvement (1985)

Personnel Guidelines and Model Policies (1985)

Reduction in Force - Layoff and Recall (January 1983)

Staffing Alternatives (September 1983)

Table of Contents (1987)

District Documents may be obtained from the following:

Redmond School District
Beaverton School District
Salem School District
Portland School District
North Clackamas School District

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SAMPLE

POSITION DESCRIPTION - TEACHER

TITLE: Teacher

DEFINITION: Personnel who are actively engaged in or assisting in, the teaching of children and who are required to hold an Oregon teaching certificate.

QUALIFICATIONS: As set by the Teacher Standards and Practices Commission

REPORTS TO: Principal

JOB GOAL: To lead students toward the fulfillment of their potential for intellectual, physical, emotional, and psychological growth and maturation.

PERFORMANCE RESPONSIBILITIES:

1. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district.
2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
3. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
4. Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by district policy.
5. Takes all reasonable precautions to provide for health and safety of the students and to protect equipment, material, and facilities.
6. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavior progress of students.
7. Assists in determining and evaluating educational goals consistent with district philosophy and strives to implement those goals by instruction and action.
8. Cooperates with other members of the staff in planning instructional goals, objectives, and methods, and the development of district curriculum.
9. Assists in the selection of books, equipment, and other instructional materials.
10. Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s).
11. Assists the administration in implementing policies and rules governing student life and conduct.
12. Attends and participates in faculty meetings.

13. Accepts a share of responsibility for co-curricular activities as requested and within the bounds of the normal working day.

14. Strives to achieve professional growth through an ongoing program designed to supplement and enhance teacher ability.

TERMS OF EMPLOYMENT:

190 days. Salary and work year to be according to the current schedule.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Certificated Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

SAMPLE

POSITION DESCRIPTION - OFFICE MANAGER*

Definition

The School Office Manager I performs as manager and receptionist for an elementary school with 300 students or less and completes a wide variety of moderately complex clerical work. This Manager assists the principal by relieving him/her of clerical details, receives and transcribes oral, machine, or written dictation, and related work as required.

Distinguishing Characteristics

The type of supervision received by a school office manager is different from a Secretary I in that a close check over the specific details of the work is not necessary. Nonroutine phases of the work are referred to the immediate supervisor for advice. Application of independent judgment is required on standard work procedures. Decisions made are on efficiency of operation, accuracy, correctness, or quality of work. Responsibility for getting along with others includes regular contacts with other departments and routing contacts with outsiders in the furnishing or obtaining of information or reports. The employee must exercise tact to avoid misunderstanding in contact where improper handling could affect results. Positions in this class may require the operation of standard office machines in addition to typewriters and/or dictating machines; normally such additional skills are supplementary and are not a significant factor for the positions at this level; skill in taking and transcribing oral dictation is an optional requirement for this position.

Examples of Duties

Acts as secretary to an elementary school principal; gives information to the public regarding school matters in person and by telephone; independently answers routine correspondence not requiring the principal's attention; keeps student attendance records and makes reports to the district office; maintains other student records and prepares reports; serves as student registrar performing enrollment and transfer processing; keeps time records of employees for payroll purposes; types from oral directions, rough draft, copy or notes of a variety of materials; telephones and confers with parents regarding pupils absences and other matters of student welfare; records the use of school facilities by parent-teacher groups and other outside organizations; administers first aid to pupils in the absence of the school nurse; keeps records for the school lunch program, orders, receives, distributes, and inventories school supplies; assists in preparation of budget requests. May need experience in data entry for attendance enrollment and immunization records if this information is computerized.

---

* From "Position Description Guide for Classified School Employees," Oregon School Employees Association, August 1984, as modified.

Desirable Qualifications

Knowledge of:

Modern office methods
Practices and procedures
Business English
Spelling
Punctuation
Mathematics

Ability to:

Perform with speed and accuracy

Become familiar with and apply school laws, rules and regulations

Make mathematical calculations

Prepare and maintain accurate and complete records and reports

Understand and carry out oral and written directions

Establish and maintain cooperative and effective working relationships with children and adults

Optional ability:

Take and transcribe oral dictation accurately

Experience:

Two years of experience in clerical work of a responsible nature, requiring frequent contact with the public

Education:

Classes or experience equivalent to completion of the twelfth grade

Terms of Employment:

Evaluation:

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(employee)

SAMPLE

POSITION DESCRIPTION - ELEMENTARY PRINCIPAL

TITLE: Principal, Elementary

QUALIFICATIONS:

1. The general qualifications of an elementary teacher in the state.
2. A valid Oregon certificate to practice as a school principal.
3. At least five years of teaching experience in public schools.
4. At least one year in administration or qualified through an administrative internship program.

REPORTS TO: Superintendent

SUPERVISES:

1. All staff attached to the school.
2. Resource and service personnel while functioning in assigned school.

JOB GOAL: Through leadership, supervisory and administrative skills, to promote the educational development of each student in the assigned school.

PERFORMANCE RESPONSIBILITIES:

1. Administers the school and its instructional program in all its facets.
2. Interprets and implements board policies and administrative regulations.
3. Supervises the school staff, providing assistance and making evaluations as necessary.
4. Assists in the recruiting, screening, training, hiring and assigning of school staff.
5. Coordinates the school's pupil personnel services.
6. Coordinates the full range of extracurricular activities.
7. Assumes responsibility for the attendance, conduct and health of students.
8. Interprets the school's program to the community and enlists the participation of the community in school life.
9. Promotes and participates in the ongoing improvement of the school curriculum.
10. Informs the district office about activities in the school and forwards or causes to be forwarded required reports.
11. Participates as a member of the district budget committee.

12. Prepares and submits the school's budget requests, and controls expenditure of budgeted funds.

13. Keeps abreast of and contributes to trends, developments and research as they pertain to education and school operation.

14. Exercises decisive leadership in crisis situations.

15. Participates as an active and contributing member of the superintendent's administrative council.

16. Assumes responsibility for the safety and management of the school plant.

TERMS OF EMPLOYMENT:

___ days. Salary to be established by the board. Work schedule to be established by the superintendent.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrative personnel.

I have read this description.

_____ _____

Name (employee) Date

SAMPLE

POSITION VACANCY - VARIABLE USE

REDMOND SCHOOL DISTRICT 2J
716 West Evergreen Avenue
Redmond Oregon 97756

POSITION VACANCY ANNOUNCEMENT

(A copy of this notice is to be posted in each school and the district office during the application period.)

Position: _____

Location: _____

Salary Range: _____

Qualification Descriptors: _____

_____

Application Period: From: _____ To: _____

Interview Period: From: _____ To: _____

Target Date for Selection: _____

Contact Person: _____

ALL application materials (i.e., applications, resumé, credentials, placement papers), are to be mailed directly to the Redmond School District 2J District Office. Indicate for which open position your papers are to be received. If no specific position is indicated, your papers will be placed in the general employment file based on the level indicated on your application form.

VERNE A. DUNCAN
State Superintendent
of Public Instruction

SAMPLE

POSITION VACANCY - STATE AGENCY

OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310-0290 PHONE (503) 378-3569

RECRUITING FOR . . .

GUIDANCE AND COUNSELING SPECIALIST
(Education Program Specialist 2)

$2,483 - $3,158 monthly ($29,796 - $37,896)

- This position is with the Department of Education located in Salem.
- The purpose of this recruitment is to establish a list of qualified applicants. This list will be used to fill the current vacancy only.

TO QUALIFY . . .

You must have equivalent to a Master's degree in counseling and five years experience in a school district guidance and counseling program. Preference will be given those candidates who hold or are eligible to hold a Standard Personnel Counseling Certificate with Standard Counseling Norm Endorsement.

Your background must include experience that provides you the knowledge, skills and abilities shown in "The Examination" section of this announcement.

MAJOR RESPONSIBILITIES . . .

The person in this position provides specialized duties in the implementation and evaluation of secondary guidance and counseling programs and technical assistance in the area of student records, student conduct and discipline, and the prevention of child abuse.

Major duties include:

- Providing leadership technical assistance, and inservice programs to local school districts in developing and implementing secondary school counseling and guidance programs.
- Developing technical assistance, publications, and guidelines to assist local school districts in assessing and meeting career and vocational counseling and guidance needs of students related to goal areas in OAR 581-22-702 or OAR 581-22-602.
- Assisting in evaluation of local district counseling and guidance programs through evaluative criteria visits, design and implementation of evaluation procedures and standards visitations.
- Assisting local districts in meeting requirements of the law related to:
  - -Student records
  - -Conduct and discipline
  - -Student admission and attendance
  - -Child abuse
- Providing coordination within the department and with other agencies and institutions on matters related to guidance and counseling.

OPEN: September 29, 1986
CLOSED: October 31, 1986
1f/1974J-3

WORKING CONDITIONS . . .

Requires statewide travel which may include some evenings and Saturdays. You must have a valid driver's license and a satisfactory driving record, or provide an acceptable alternate method of transportation.

THE EXAMINATION . . .

You will be evaluated on your experience and training. The evaluation is based on your responses to the following items.

Complete your examination in this manner: on a separate sheet of paper, respond to each of the examination items individually and completely; number your responses to correspond with the items; explain or describe any experience (paid or unpaid) and training related to each item; attach the separate sheet(s) to your application. Your application will be returned if you do not respond to the items in this manner.

1. Describe your experience and training in planning, implementing and evaluating counseling and guidance programs, including such areas as assessment of students, vocational counseling, career and educational information, parent involvement, peer counseling, alcohol and drug abuse prevention, suicide prevention, and at risk youth.
2. Describe your experience and training in organization and administration of guidance and counseling programs as they relate to the legal aspects of student records, counselor confidentiality, child abuse, admission and attendance, alcohol and drug abuse and similar topics.
3. Describe your exprience and training in planning and conducting staff development and training programs for counselors and other educators.

TO APPLY . . .

Application must be made on a State of Oregon application form (PD100), and submitted along with your responses to the examination questions. Application forms may be obtained from the Personnel Office, Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290; the Executive Department, Personnel Division at 775 Court Street NE, Salem, OR 97310; or from any local Oregon State Employment Division office.

Completed applications and supporting documents must be received by the Personnel Director, Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 by 5 pm October 31, 1986.

Please note: Complete all parts of the application. Do not submit resumes, letters of recommendation or placement files with your application.

55

ANNOUNCEMENT NUMBER: OC860492
CLASS NUMBER: C2162

SAMPLE

APPLICATION FORM - CERTIFICATED POSITION

AN EQUAL OPPORTUNITY EMPLOYER

I am applying for: (check all that apply)

- ☐ Full-time Teaching
- ☐ Part-time Teaching
- ☐ Substitute Teaching
- ☐ Other:

Date of Application _____

Date of Availability _____

Name _____ (_____)
last middle first other names used

Social Security Number _____ Are you within the 18-65 age range? _____

Present Address _____ Phone _____
street city state zip

until _____
date

Please include the address and phone number of a person who would know your whereabouts at all times:

Address: _____ Phone _____
street city state zip

Designate in order of preference the type of position for which you are applying by writing the numerals 1, 2 and 3 beside the following:

☐ ELEMENTARY ☐ JUNIOR HIGH ☐ SENIOR HIGH ☐ SPECIAL

List below in order of preference the grade levels, specific subjects or positions for which you wish to be considered:

1. _____ 2. _____ 3. _____

List below any interests in special programs (e.g., team teaching, nongraded, coaching, intramurals, etc.)

_____

List days of the week, times of day, or dates that would be convenient for us to schedule an interview for you: _____

_____

PROCEDURES:

1. A personal interview is required before an applicant can be recommended for election. Request an appointment before coming to _____ .
2. Assignment within the district is made by the superintendent or designee and may be subject to change.
3. Approved teaching certificates are required to validate the contract.
4. Upon the acceptance of a contract the applicant must provide a complete transcript of credits and a picture.
5. Previous Oregon state employes must clarify their status with the Public Employes Retirement System.

I hereby certify that the information contained in this application is a true and complete statement of my personal record to date.

_____
Signature

AFFIRMATIVE ACTION INFORMATION

This information is to insure equal employment opportunity under an affirmative action program. Your completion is optional.

To assist in this program please provide the following information:

1. Race or Cultural Group:

☐ American Indian/Alaskan Native ☐ Black ☐ White

☐ Asian/Pacific Islander ☐ Hispanic ☐ Other _____

2. Sex:

☐ Female ☐ Male

3. Date of Birth: _____

4. Do you have a physical or mental condition which would require consideration in assignment to a full teaching load plus extracurricular activities?_____.

If yes, please explain. _____

_____

_____

_____

5. Have you ever been convicted of any misdemeanor or felony, including any major traffic offenses, as an adult? _____
If so, list below:

Offense	State	County	Date

Explain, if you wish. _____

_____

_____

_____

_____

PROFESSIONAL INFORMATION

List below Oregon teaching, administrative and special certificates held:

Type of Certificate — Date of Expiration

_____

If you do not now hold an Oregon Teaching Certificate, indicate date of application and type of certificate requested:

_____

Are your placement bureau credentials up-to-date? Yes _____ No _____
Name of college, university or professional organization where your placement file is active:

_____

Address: _____

_____

COLLEGE ACTIVITIES _____

_____

HONORS RECEIVED _____

_____

LIST AREAS OF PERSONAL INTEREST _____

_____

_____

_____

_____

_____

_____

_____

Which of the following activities could you direct?

____ School Newspaper ____ Annual ____ Dramatics ____ Debate ____ Other (specify) _____

List the sports which you feel qualified to coach: _____

_____

Intramural programs? _____

_____

_____

PROFESSIONAL INFORMATION

	Name of School	Location	Dates Inclusive	Degree & Date Recd	Major	Minor	Schol Avg	Grad or Upper Div Qtr Hrs after B A	Qtr Hrs after M A
Senior High									
College and/or University									

TEACHING EXPERIENCE

(Last ten years)

List most recent experience first. Include practice teaching & intern experience.

Dates*	Location	Name of School	No of Years	SUBJECT OR GRADES TAUGHT	Reason for Leaving or Wishing to Leave

*If less than full school year indicate exact dates of employment. If full school year list years only.

REFERENCES

For experienced teachers only: Give three references, including superintendents and principals under whom you have taught, who have first-hand knowledge of your teaching ability, character, personality and scholarship.

Name	Address	Official Position

Continued, Certificated Position

SAMPLE

APPLICATION FORM - PRELIMINARY CERTIFICATED

AN EQUAL OPPORTUNITY EMPLOYER

Please Print or Type

Date

Name _____ (_____)
last first middle other names used

Present Address _____
street city state zip

Phone _____

Please include the address and phone number of a person who would know your whereabouts at all times:
Address _____ Phone _____
street city state zip

Position for which applying (subject or grade level) _____

Type of employment desired: Full-time ☐ Part-time ☐ Substitute ☐

Teaching Experience: (include student teaching and intern experience)

DATES From To	SCHOOL SYSTEM OR COLLEGE	SUBJECT OR GRADE LEVEL	FULL TIME	PART TIME

Date available for employment: _____ Type of Certificate: _____

Colleges and Universities:

DEGREE GRANTED	MAJOR	MINOR	DATES

Please fill in your name and address on the post card below.

Other areas of special teaching skills and experience: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
Name

_____
Address

_____
City State Zip Code

AFFIRMATIVE ACTION INFORMATION

This information is to insure equal employment opportunity under an affirmative action program.

To assist in this program please provide the following optional information:

1. Race or Cultural Group:

☐ American Indian/Alaskan Native ☐ Black ☐ White

☐ Asian/Pacific Islander ☐ Hispanic ☐ Other _____

2. Sex: ☐ Female ☐ Male Are you within the 18-65 age range? _____

3. Date of Birth: _____

4. Do you have a physical or mental condition which would require consideration in assignment to a full teaching load plus extracurricular activities? _____

5. Have you ever been convicted of any misdemeanor or felony, including any major traffic offenses, as an adult? If so, list below:

Offense	State	County	Date

CONDITIONS OF EMPLOYMENT

Applications and all required documents become the property of _____ Schools upon receipt by the Department of Personnel.

Assignment within the district is made by the superintendent or his designee and may be subject to change.

Please do not send placement file or transcripts until requested to do so by the personnel office.

The information contained in this application is an accurate summary of my personal record to date:

_____
Signature

Dear Applicant, Date _____

☐ Thank you for submitting a preliminary application for a teaching position with the _____ Schools.

☐ An application form is enclosed. Please return the completed form to our office. Please have your up-to-date placement file sent to us.

☐ An application form is enclosed. File the application and an up-to-date placement file with us. Openings may occur in the future for which you might be considered.

☐ Please be advised that you are not under consideration at the present time. We will retain your preliminary application and consider it if situation changes.

This application will be considered to be active for a period of

_____

or until

_____

SAMPLE

APPLICATION FORM - CLASSIFIED POSITION

District Address:

Phone:

Date of Application _____
Date of Availability _____
_____
_____

☐ Custodial, Maintenance
☐ Food Services
☐ Secretary or Aide
☐ Transportation
☐ Other

Name _____ (_____)
last first middle other names used

Present Address _____
street city state zip

Social Security Number _____ Phone _____

Are you a member of the Public Employes Retirement System? _____ Retirement Number _____

AFFIRMATIVE ACTION INFORMATION

This information is to insure equal employment opportunity under an affirmative action program.

To assist in this program please provide the following optional information:

1. Race or Cultural Group:

☐ American Indian/Alaskan Native ☐ Black ☐ White
☐ Asian/Pacific Islander ☐ Hispanic ☐ Other _____

2. Sex: ☐ Female ☐ Male Are you within the 18-65 age range? _____

3. Date of Birth: _____

1. Is your physical and mental condition such that you could fulfill the requirements of the position for which you are applying? Yes _____ No _____ Explain, if you wish: _____
_____

2. Have you ever been convicted of any misdemeanor or felony, including any major traffic offenses, as an adult? If so, list below:

Offense	State	County	Date

The information contained in this application is an accurate summary of my personal record to date:

_____
Signature

EDUCATIONAL TRAINING

	Name of School	Location	Dates Inclusive	Degree or Diploma & Date Received
High School				
College or University				
Business College				
Other Schooling				

PREVIOUS EMPLOYMENT (Give information related to position[s] for which you are applying)
List most recent first:

Dates from – to	Name/Address of former employer	Title of Position	Reason for Leaving

Is there any reason we cannot contact the above employers? Yes ___ No ___ If yes, please explain: _____

COMPLETE THE SECTIONS(S) FOR WHICH YOU ARE APPLYING

CUSTODIAL/MAINTENANCE APPLICANTS

1. For what position(s) are you applying? ☐ Custodial ☐ Maintenance

2. If maintenance, check appropriate box(s) below:

☐ Carpentry ☐ Electrical ☐ Grounds

☐ Heating ☐ Plumbing ☐ Other _____

FOOD SERVICES APPLICANTS

Do you have specific skills within the food service area?

☐ Baking/Pastry ☐ Menu Planning ☐ Other

SECRETARY AND AIDE APPLICANTS

1. For what position(s) are you applying?

☐ Clerical Aide ☐ Instructional Aide ☐ Library Aide

Secretary (elementary ☐ secondary ☐) ☐ Supervisory Aide

Subjects of interest for an instructional aide _____

Are you applying for:

_____ 9 month _____ 10 month _____ 12 month _____ substitute _____ part-time/on call

2. If you are applying for a secretarial or clerical aide position, please complete the following:

	TR	EXP		TR	EXP	Check machine operations in which you have had either training (TR) or experience (EXP).
Adding Machine			Bookkeeping Machine			
Comptometer			Stencil Cutting			
Calculator (Elec.)			Mimeograph			Words per minute
Dictaphone			Manual Typewriter			
Switchboard			Electric Typewriter			
Ditto Machine			Shorthand			

OTHER APPLICANTS

1. For what position(s) are you applying? _____

2. Describe your qualifications for this (these) position(s): _____

TRANSPORTATION

For what position(s) are you applying? ☐ Driver ☐ Vehicle Maintenance

If maintenance, check appropriate box(s) below:

☐ Mechanic ☐ Body & Paint ☐ Other (specify) _____

If driver, please answer the following:

Number of your Operator's License _____ Number of your Chauffeur's License _____

Expiration Date _____ State in which issued _____ Restrictions, if any _____

Have you had a vehicle accident of any type within the last five years? ☐ Yes ☐ No

If yes, give dates and circumstances: _____

Have you received any citations for any moving violations during the last five years? ☐ Yes ☐ No

If yes, give number of citations, type and approximate dates and details of any convictions: _____

Has your driver's license ever been revoked? ☐ Yes ☐ No

If yes, when? _____ Where? _____

Why? _____

Continued employment as a bus driver is contingent upon the applicant receiving the School Bus Driver's permit or license from the Oregon Department of Education and maintaining an acceptable driving record as verified by the Oregon Motor Vehicles Division.

SAMPLE

TELEPHONE REFERENCE CHECK

Begin with words to this effect: "Good morning, Mr. Jones. My name is Phil Williams, principal of the Opal City School in Redmond, Oregon. Miss Greta Green has applied to us for a position. she has told us that you know something of her past work performance. Do you have a few minute to talk?"

General Comments:

Ask these questions and record answers; follow up on possible problem areas:

a. What were Miss Green's duties while with you?

b. Were there any areas in which she needed special help?

c. Do you know of any reason we should not hire Miss Green?

d. Would you rehire Miss Green for the same position now?